CONNERS
Early Childhood™

By C. Keith Conners, Ph.D.

Comparative Report

Child's Name/ID: Michaela W

Gender: Female
Birth Date: February 25, 2006
Normative Option: Gender-specific norms

	Parent	Teacher/Childcare Provider 1	Teacher/Childcare Provider 2
Child's Name/ID:	Michaela W	Michaela W	Michaela W
Administration Date:	Feb 20, 2009	Feb 20, 2009	Feb 20, 2009
Age:	2 years and 11 months	2 years and 11 months	2 years and 11 months
Childcare Setting/School Grade:	Childcare Center	Childcare Center	Childcare Center
Rater Name/ID:	Mrs. W	Lisa	Susan
Assessor Name:	ES	ES	ES
Data Entered By:	ML	ML	ML

Caution: More than 10% of the Conners Early Childhood Developmental Milestone items were omitted by the respondent for the following administration: T1. Results for this administration may be invalid.

This Comparative Report is intended for use by qualified assessors only, and is not to be shown or in any other way provided to the respondent or any other unqualified individuals.

Summary of Results

Note: P = Parent and T = Teacher/Childcare Provider.

Response Style Analysis

Scores on the Validity scales do not indicate a positive, negative, or inconsistent response style for 1 rater (P). The Positive Impression score could not be determined due to omitted items for 1 rater (T1). The Negative Impression score indicates a possible negative response style for 1 rater (T2). These results need to be taken into consideration when interpreting the Conners Early Childhood.

Summary of Elevated Scores

Caution: One or more scales could not be scored due to omitted items.
The following section summarizes areas of concern for Michaela W based on ratings on the Conners Early Childhood. Note that areas that are not a concern are not reported in this summary.

Behavior Scales

- **Social Functioning/Atypical Behaviors (SF/AB):** The *T*-score is very elevated for 1 rater (T2 = 90).
- **Social Functioning (SF/AB subscale):** The *T*-score is very elevated for 1 rater (T2 = 90).
- **Atypical Behaviors (SF/AB subscale):** The *T*-score is very elevated for 1 rater (T2 = 84).
- **Anxiety:** The *T*-scores are elevated for 2 raters (P = 68, T2 = 67).
- **Mood and Affect:** The *T*-score is elevated for 1 rater (T2 = 67).
- **Physical Symptoms:** The *T*-scores are elevated for 2 raters (P = 68, T2 = 67).
- **Sleep Problems (Physical Symptoms subscale) (Parent form only):** The *T*-score is elevated for 1 rater (P = 66).

Developmental Milestone Scales

- **Motor Skills:** The *T*-score is elevated for 1 rater (T2 = 65).
- **Play:** The *T*-score is very elevated for 1 rater (T2 = 71).

Other Clinical Indicators

Follow-up is recommended/suggested for the following issue(s):
- **Pica** for 1 rater (Rating(s): T2 = 1)
- **Tics: motor** for 1 rater (Rating(s): T2 = 1)

Impairment

Michaela W's problems seriously affect her learning:
- occasionally (rating = 1), according to 3 raters (P, T1, T2).

Michaela W's problems seriously affect her interactions with other children:
- occasionally (rating = 1), according to 3 raters (P, T1, T2).

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Conners Early Childhood Results and IDEA

Scores suggest possible consideration of IDEA 2004 eligibility in the following area(s):
- Autism for 1 rater (T2)
- Developmental Delay-Cognitive for 1 rater (T2)
- Developmental Delay-Emotional for 2 raters (P, T2)
- Developmental Delay-Physical for 1 rater (T2)
- Developmental Delay-Social for 1 rater (T2)
- Emotional Disturbance for 2 raters (P, T2)
- Mental Retardation/Intellectual Disability for 1 rater (T2)
- Other Health Impairment for 2 raters (P, T2)

Cautionary Remark

This Summary of Results section provides information only about areas that are a concern. Please refer to the remainder of this report for further information regarding areas that are not elevated or could not be scored due to too many omitted items.

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Introduction

The Conners Early Childhood is an assessment tool used to obtain observations about the child's behavior from multiple perspectives. This instrument is designed to assess a wide range of behavioral, emotional, social and developmental issues in young children aged 2 to 6 years old. When used in combination with other information, results from the Conners Early Childhood can provide valuable information to aid in assessment and guide intervention decisions. This report combines the results of up to five raters to provide an overview of the child's behavior from a multi-rater perspective, and highlights potentially important inter-rater differences in scores. Please note that this Comparative Report is intended to provide an overview of similarities and differences in scores across raters. For detailed information about any given administration, please refer to the individual Conners Early Childhood Assessment reports.

This computerized report is an interpretive aid and should not be given to teachers/childcare providers, parents, or other unqualified users or used as the sole criterion for clinical decision-making. Administrators are cautioned against drawing unsupported interpretations. Combining information from this report with information gathered from other psychometric measures, interviews, observations, and review of available records will give the assessor or service provider a more comprehensive view of the child than might be obtained from any one source.

Note: For all tables and graphs, P = Parent and T = Teacher/Childcare Provider.

Response Style Analysis

The following table provides each rater's scores (including the raw score and guideline) for the three Validity scales.

Validity Scale	Raw Score (Guideline)		
	P	**T1**	**T2**
Positive Impression	0 (positive response style not indicated)	?	0 (positive response style not indicated)
Negative Impression	0 (negative response style not indicated)	0 (negative response style not indicated)	4 (possible negative response style)
Inconsistency Index	0 (inconsistent response style not indicated)	0 (inconsistent response style not indicated)	0 (inconsistent response style not indicated)

? = This score could not be calculated due to too many omitted items.

T-score Guidelines

The guidelines in the following table apply to all *T*-scores presented in this report. See the *Conners Early Childhood Manual* for more information.

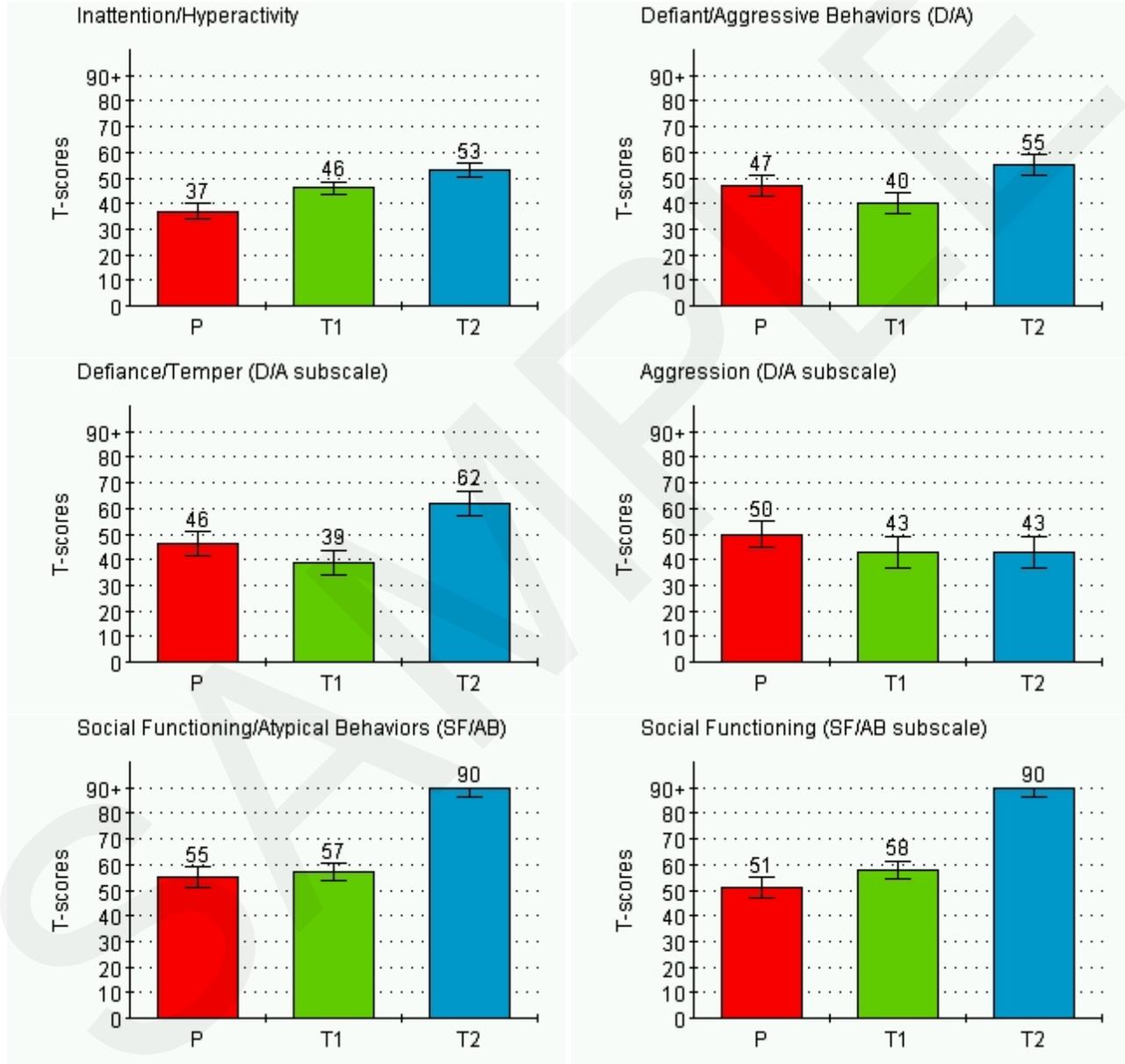| *T*-score	Guideline
70+	Very Elevated Score (Many more concerns than are typically reported)
65-69	Elevated Score (More concerns than are typically reported)
60-64	High Average Score (Slightly more concerns than are typically reported)
40-59	Average Score (Typical levels of concern)
< 40	Low Score (Fewer concerns than are typically reported)

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Behavior Scales

This section provides a comparison of Conners Early Childhood Behavior scales across raters.

T-scores: Comparison across Raters

The following graphs display the *T*-score results for each of the scales. The error bars on each bar represent Standard Error of Measurement *(SEM)* for each scale score. For information on *SEM*, see the *Conners Early Childhood Manual*.

Inattention/Hyperactivity

T-scores by rater: P = 37, T1 = 46, T2 = 53

Defiant/Aggressive Behaviors (D/A)

T-scores by rater: P = 47, T1 = 40, T2 = 55

Defiance/Temper (D/A subscale)

T-scores by rater: P = 46, T1 = 39, T2 = 62

Aggression (D/A subscale)

T-scores by rater: P = 50, T1 = 43, T2 = 43

Social Functioning/Atypical Behaviors (SF/AB)

T-scores by rater: P = 55, T1 = 57, T2 = 90

Social Functioning (SF/AB subscale)

T-scores by rater: P = 51, T1 = 58, T2 = 90

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Atypical Behaviors (SF/AB subscale)

Anxiety

Mood and Affect

Physical Symptoms (PS)

Sleep Problems (PS subscale)
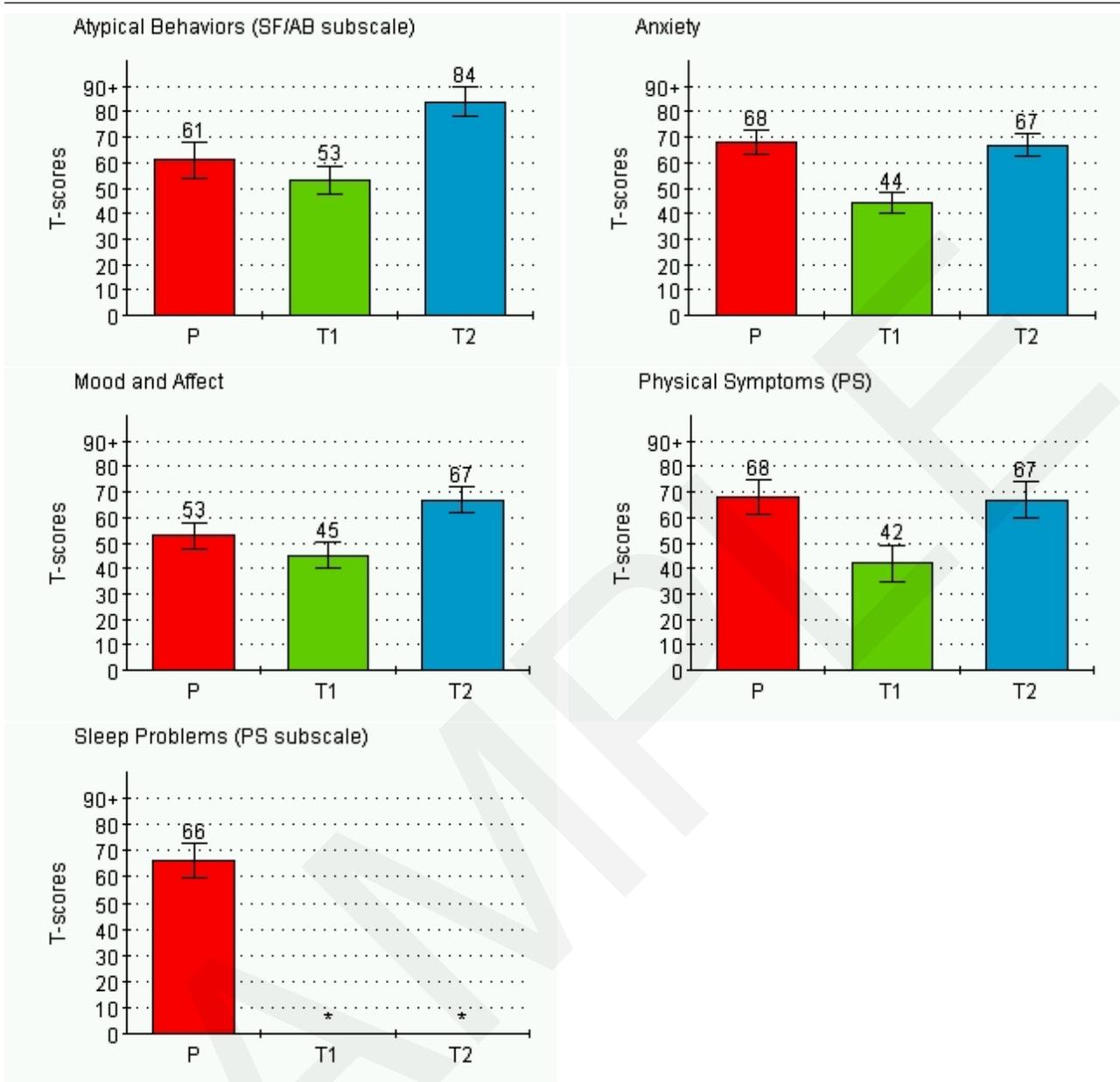
Legend:
* No comparable subscale on the Teacher/Childcare Provider form.

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Detailed Scores: Comparison across Raters

The following table summarizes the results for each scale, as well as any statistically significant ($p < .10$) differences in *T*-scores between pairs of raters. If a pair of ratings is not noted in the "Statistically Significant Differences" column, then the difference between those two raters did not reach statistical significance.
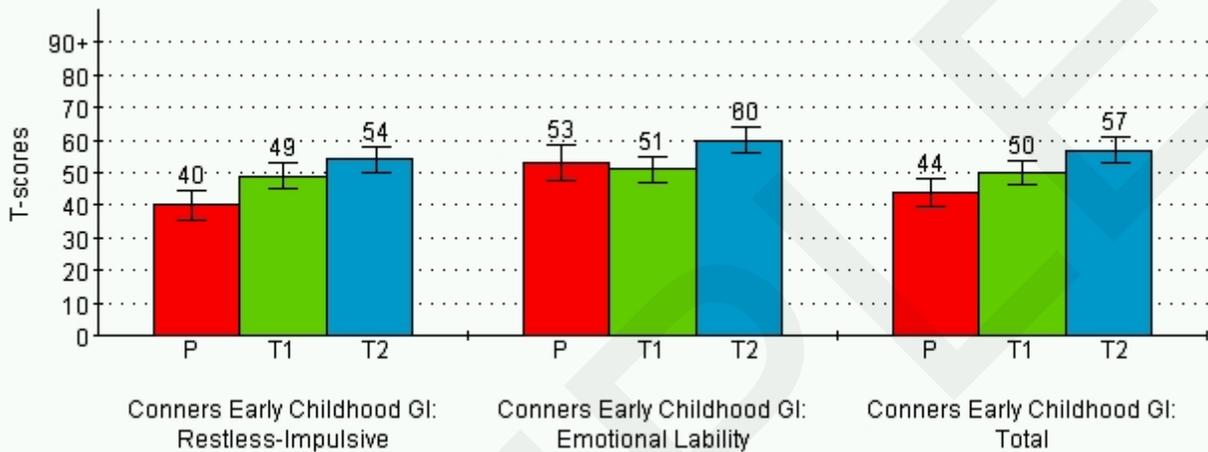
Scale	*T*-score ± *SEM* (percentile) Guideline			Statistically Significant Differences
	P	**T1**	**T2**	
Inattention/ Hyperactivity	37 ± 3.0 (8) Low	46 ± 2.6 (44) Average	53 ± 2.6 (63) Average	T2 > T1; T2 > P; T1 > P
Defiant/ Aggressive Behaviors (D/A)	47 ± 4.0 (41) Average	40 ± 4.2 (5) Average	55 ± 4.2 (73) Average	T2 > T1
Defiance/ Temper (D/A subscale)	46 ± 4.7 (33) Average	39 ± 4.8 (5) Low	62 ± 4.8 (77) High Average	T2 > P; T2 > T1
Aggression (D/A subscale)	50 ± 4.9 (68) Average	43 ± 6.2 (21) Average	43 ± 6.2 (21) Average	No significant differences
Social Functioning/ Atypical Behaviors (SF/AB)	55 ± 4.2 (76) Average	57 ± 3.3 (74) Average	90 ± 3.3 (99) Very Elevated	T2 > T1; T2 > P
Social Functioning (SF/AB subscale)	51 ± 3.9 (60) Average	58 ± 3.5 (82) Average	90 ± 3.5 (99) Very Elevated	T2 > T1; T2 > P
Atypical Behaviors (SF/AB subscale)	61 ± 7.0 (89) High Average	53 ± 5.7 (60) Average	84 ± 5.7 (99) Very Elevated	T2 > P; T2 > T1
Anxiety	68 ± 4.6 (96) Elevated	44 ± 4.1 (28) Average	67 ± 4.1 (90) Elevated	P > T1; T2 > T1
Mood and Affect	53 ± 5.1 (71) Average	45 ± 5.2 (35) Average	67 ± 5.2 (92) Elevated	T2 > P; T2 > T1
Physical Symptoms (PS)	68 ± 6.7 (96) Elevated	42 ± 7.1 (24) Average	67 ± 7.1 (94) Elevated	P > T1; T2 > T1
Sleep Problems (PS subscale)	66 ± 6.7 (95) Elevated	-	-	Comparison not possible

Note(s):
SEM = Standard Error of Measurement.

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Conners Early Childhood Global Index

The following section summarizes each rater's ratings of Michaela W on the Conners Early Childhood Global Index (Conners Early Childhood GI). High scores on the Conners Early Childhood GI may describe a child who is moody or emotional. They may also describe a child who is restless, impulsive or inattentive. The graph displays *T*-scores; the table displays *T*-scores summarizing the results for the Conners Early Childhood GI, as well as any statistically significant (*p* < .10) differences in *T*-scores between raters. If a pair of ratings is not noted in the "Statistically Significant Differences" column, then the difference between those two raters did not reach statistical significance.

Scale	*T*-score ± *SEM* (percentile) Guideline			Statistically Significant Differences
	P	**T1**	**T2**	
Conners Early Childhood GI: Restless-Impulsive	40 ± 4.5 (15) Average	49 ± 4.0 (51) Average	54 ± 4.0 (71) Average	T2 > P
Conners Early Childhood GI: Emotional Lability	53 ± 5.6 (70) Average	51 ± 3.9 (63) Average	60 ± 3.9 (82) High Average	No significant differences
Conners Early Childhood GI: Total	44 ± 4.2 (20) Average	50 ± 3.7 (55) Average	57 ± 3.7 (82) Average	T2 > P

Note(s):
SEM = Standard Error of Measurement.

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Developmental Milestone Scales

This section provides a comparison of Conners Early Childhood Developmental Milestone scales across raters.

T-scores: Comparison across Raters

The following graphs display the *T*-score results for each of the scales. The error bars on each bar represent Standard Error of Measurement *(SEM)* for each scale score. For information on *SEM*, see the *Conners Early Childhood Manual*.
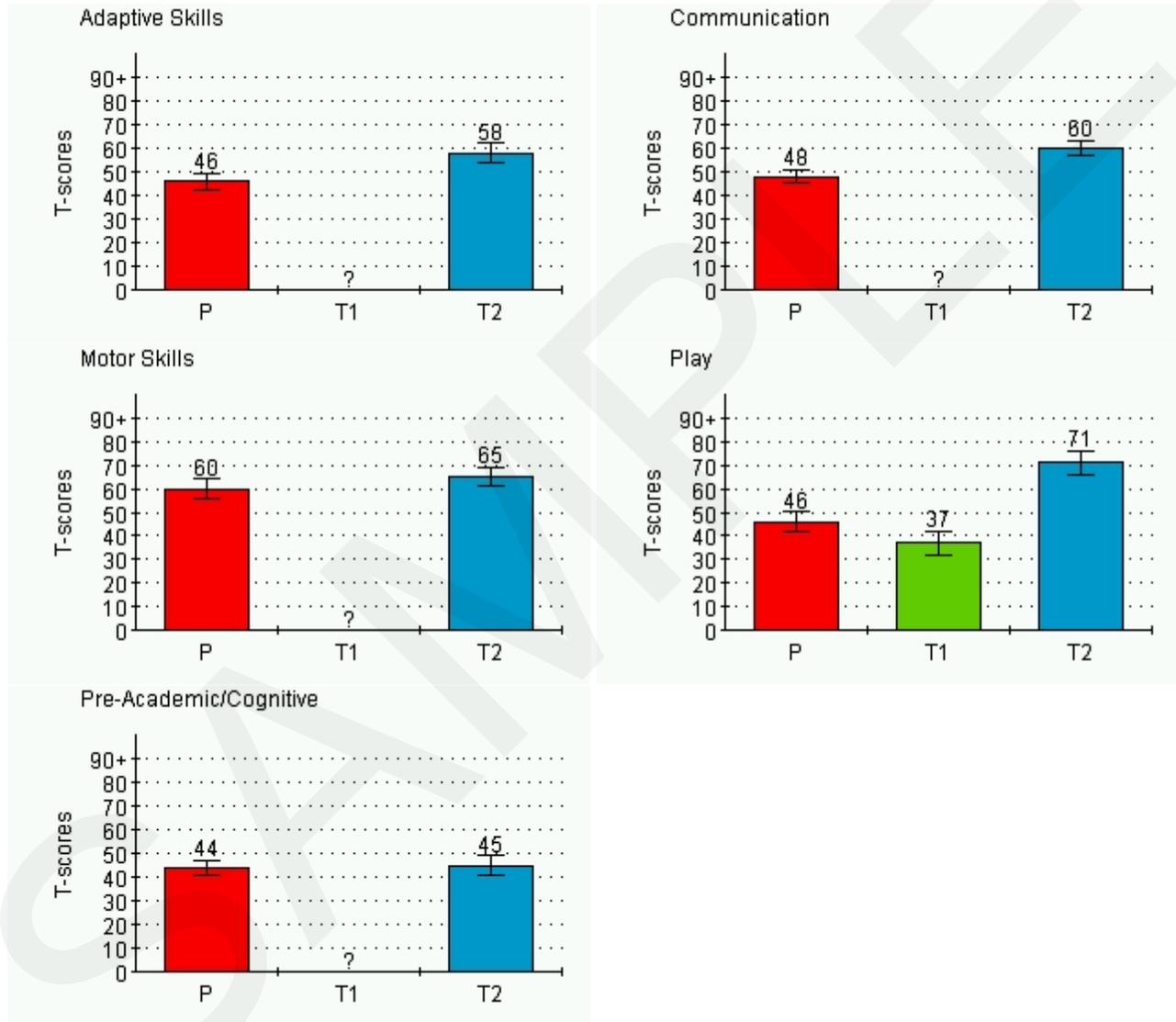
Legend:
? = This score could not be calculated due to too many omitted items.

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Detailed Scores: Comparison across Raters

The following table summarizes the results for each Developmental Milestone scale, as well as any statistically significant ($p < .10$) differences in *T*-scores between pairs of raters. If a pair of ratings is not noted in the "Statistically Significant Differences" column, then the difference between those two raters did not reach statistical significance.

Scale	*T*-score ± *SEM* (percentile) Guideline			Statistically Significant Differences
	P	**T1**	**T2**	
Adaptive Skills	46 ± 3.5 (36) Average	?	58 ± 4.0 (76) Average	T2 > P
Communication	48 ± 2.8 (61) Average	?	60 ± 3.2 (79) High Average	T2 > P
Motor Skills	60 ± 4.2 (83) High Average	?	65 ± 4.1 (89) Elevated	No significant difference
Play	46 ± 4.1 (34) Average	37 ± 5.1 (10) Low	71 ± 5.1 (99) Very Elevated	T2 > P; T2 > T1
Pre-Academic/ Cognitive	44 ± 3.0 (28) Average	?	45 ± 3.9 (24) Average	No significant difference

Note(s):
SEM = Standard Error of Measurement.
? = This score could not be calculated due to too many omitted items.

Other Clinical Indicators

The following table displays the results from each rater's observations of Michaela W with regard to other clinical concerns. Endorsement of these items may indicate the need for further investigation.

Item Content	Item		Rating		
	P	**T**	**P**	**T1**	**T2**
Cruelty to Animals	B7	B104	0	0	0
Fire Setting	B73	B112	0	0	0
Perfectionism[1]	B102	B36 or B82	1	0 or 1	1 or 1
Pica	B11	B3	0	0	1*
Posttraumatic Stress Disorder	B94	B107	0	0	0
Self-Injury	B110	B80	0	0	0
Specific Phobia	B41	B60	0	0	1
Stealing	B57	B9	0	0	0
Tics: motor	B9	B109	0	0	1*
Tics: vocal	B14	B110	0	0	0
Trichotillomania	B105	B106	0	0	0

Rating: 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted Item.

[1]Perfectionism is represented by 2 separate items on the Teacher/Childcare Provider form. The first (item 36) assesses being a perfectionist. The second (item 82) assesses being overly upset by mistakes.

*The response(s) suggest(s) the need for further investigation.

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Impairment

The following table displays the results from each rater's observations of Michaela W's level of impairment in learning/pre-academic, peer interactions, and home settings.

Item Content	Item		Rating		
	P	T	P	T1	T2
Learning/Pre-Academic	IM 1	IM 1	1	1	1
Peer Interactions	IM 2	IM 2	1	1	1
Home	IM 3	-	0	-	-

Rating: 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted Item.

Additional Questions

The following section displays additional comments from each rater about Michaela W.

AQ 1. Any concerns about the child:
- **Parent:** This item was omitted.
- **Teacher/Childcare Provider 1:** has a little difficulty knowing what he should be doing.
- **Teacher/Childcare Provider 2:** lack of emotion with teachers - other children/lack of spontaneous communication

AQ 2. Strengths or skills about the child:
- **Parent:** This item was omitted.
- **Teacher/Childcare Provider 1:** Easy going and very sweet. Example: switching centers - children move from one center to next center - they wear tops "all hearts, squares, triangles stay together - he often asks "where should I be and doing what?
- **Teacher/Childcare Provider 2:** good receptive language skills - understanding of what is expected/asked

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Conners Early Childhood Results and IDEA

The following table summarizes areas of IDEA 2004 eligibility that are typically listed for children who have elevated scores on various portions of the Conners Early Childhood.

The "At Risk; Follow-up Recommended" column summarizes which areas are elevated for Michaela W suggesting that she may be at risk for difficulties. A checkmark in this column indicates the need for follow-up to determine if Michaela W is eligible for services under IDEA 2004 in this particular area.

Content Areas	At Risk; Follow-up Recommended			Possible IDEA Eligibility Category
	P	T1	T2	
Behavior Scales				
Inattention/Hyperactivity				DD-Cognitive, DD-Emotional, ED, OHI
Defiant/Aggressive Behaviors (D/A):Total				DD-Emotional, ED
Defiance/Temper (D/A subscale)				DD-Emotional, ED
Aggression (D/A subscale)				DD-Emotional, ED
Social Functioning/Atypical Behaviors (SF/AB):Total			✓	Autism, DD-Cognitive, DD-Emotional, DD-Social, ED, MR/ID
Social Functioning (SF/AB subscale)			✓	Autism, DD-Emotional, DD-Social, ED
Atypical Behaviors (SF/AB subscale)			✓	Autism, DD-Cognitive, DD-Emotional, DD-Social, ED, MR/ID
Anxiety	✓		✓	DD-Emotional, ED, OHI
Mood and Affect			✓	DD-Emotional, ED
Physical Symptoms (PS):Total	✓		✓	DD-Emotional, ED, OHI
Sleep Problems (PS subscale)	✓	-	-	DD-Emotional, ED, OHI
Developmental Milestone Scales				
Adaptive Skills		?		DD-Adaptive, MR/ID
Communication		?		Autism, DD-Communication, S/L
Motor Skills		?	✓	DD-Physical, OHI
Play			✓	Autism, DD-Cognitive, MR/ID
Pre-Academic/Cognitive		?		DD-Cognitive, DD-Communication, MR/ID, LD, S/L
Other Clinical Indicators				
Cruelty to Animals				ED
Fire Setting				ED
Perfectionism				Autism, DD-Emotional, ED
Pica			✓	Autism, ED, MR/ID, OHI
Posttraumatic Stress Disorder				ED
Self-Injury				Autism, DD-Cognitive, DD-Emotional, ED, MR/ID
Specific Phobia				ED
Stealing				ED
Tics			✓	OHI
Trichotillomania				ED

DD = Developmental Delay; ED = Emotional Disturbance; LD = Specific Learning Disability; MR/ID = Mental Retardation/Intellectual Disability; OHI = Other Health Impairment; S/L = Speech or Language Impairment.
? = The need for follow-up could not be determined due to omitted item responses.

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Item Responses

The following responses were marked for the items on the Conners Early Childhood.

Parent Items for Behavior Scales

Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating
B1.	2	B20.	0	B39.	2	B58.	0	B77.	0	B96.	2
B2.	2	B21.	3	B40.	1	B59.	1	B78.	1	B97.	1
B3.	1	B22.	0	B41.	0	B60.	0	B79.	0	B98.	1
B4.	2	B23.	0	B42.	0	B61.	0	B80.	1	B99.	1
B5.	1	B24.	1	B43.	1	B62.	1	B81.	0	B100.	2
B6.	0	B25.	2	B44.	3	B63.	1	B82.	0	B101.	0
B7.	0	B26.	0	B45.	1	B64.	0	B83.	1	B102.	1
B8.	1	B27.	1	B46.	2	B65.	0	B84.	1	B103.	2
B9.	0	B28.	3	B47.	0	B66.	2	B85.	2	B104.	3
B10.	0	B29.	1	B48.	1	B67.	0	B86.	0	B105.	0
B11.	0	B30.	1	B49.	0	B68.	0	B87.	0	B106.	1
B12.	1	B31.	0	B50.	0	B69.	0	B88.	0	B107.	1
B13.	2	B32.	1	B51.	0	B70.	1	B89.	0	B108.	0
B14.	0	B33.	1	B52.	1	B71.	0	B90.	0	B109.	1
B15.	0	B34.	0	B53.	0	B72.	1	B91.	0	B110.	0
B16.	1	B35.	0	B54.	1	B73.	0	B92.	1		
B17.	0	B36.	0	B55.	0	B74.	0	B93.	3		
B18.	0	B37.	0	B56.	2	B75.	1	B94.	0		
B19.	2	B38.	1	B57.	0	B76.	0	B95.	0		

Rating: 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted Item.

Parent Items for Developmental Milestone Scales

Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating	Item	Rating
DM1.	2	DM14.	0	DM27.	1	DM40.	1	DM53.	2	DM66.	1
DM2.	2	DM15.	1	DM28.	1	DM41.	1	DM54.	1	DM67.	0
DM3.	2	DM16.	2	DM29.	2	DM42.	2	DM55.	2	DM68.	0
DM4.	0	DM17.	2	DM30.	2	DM43.	0	DM56.	2	DM69.	1
DM5.	0	DM18.	2	DM31.	0	DM44.	2	DM57.	1	DM70.	2
DM6.	1	DM19.	2	DM32.	2	DM45.	2	DM58.	2	DM71.	0
DM7.	2	DM20.	2	DM33.	1	DM46.	2	DM59.	1	DM72.	0
DM8.	2	DM21.	0	DM34.	1	DM47.	2	DM60.	0	DM73.	0
DM9.	1	DM22.	0	DM35.	2	DM48.	1	DM61.	1	DM74.	2
DM10.	0	DM23.	2	DM36.	2	DM49.	2	DM62.	2	DM75.	1
DM11.	1	DM24.	1	DM37.	1	DM50.	1	DM63.	0	IM1.	1
DM12.	1	DM25.	1	DM38.	1	DM51.	1	DM64.	2	IM2.	1
DM13.	1	DM26.	1	DM39.	2	DM52.	1	DM65.	0	IM3.	0

Rating (DM items): 0 = No (Never or rarely); 1 = Sometimes; 2 = Yes (Always or almost always); ? = Omitted item.
Rating (IM items): 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted Item.

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Teacher/Childcare Provider Items for Behavior Scales

Item	Rating		Item	Rating		Item	Rating	
	T1	T2		T1	T2		T1	T2
B1.	2	1	B39.	0	0	B77.	2	1
B2.	1	3	B40.	0	0	B78.	0	3
B3.	0	1	B41.	2	1	B79.	1	0
B4.	0	?	B42.	1	3	B80.	0	0
B5.	0	1	B43.	1	1	B81.	0	0
B6.	1	2	B44.	0	1	B82.	1	1
B7.	0	0	B45.	0	2	B83.	?	0
B8.	1	3	B46.	0	0	B84.	1	0
B9.	0	0	B47.	1	2	B85.	1	2
B10.	0	0	B48.	0	3	B86.	0	0
B11.	1	1	B49.	1	2	B87.	3	2
B12.	0	0	B50.	1	2	B88.	2	1
B13.	1	1	B51.	2	0	B89.	1	0
B14.	3	2	B52.	1	2	B90.	0	1
B15.	3	0	B53.	0	1	B91.	0	0
B16.	1	3	B54.	1	0	B92.	0	2
B17.	0	0	B55.	0	0	B93.	2	0
B18.	3	1	B56.	0	0	B94.	3	1
B19.	0	1	B57.	0	0	B95.	3	1
B20.	0	1	B58.	2	1	B96.	0	2
B21.	1	3	B59.	0	0	B97.	1	2
B22.	0	1	B60.	0	1	B98.	0	0
B23.	1	2	B61.	2	0	B99.	1	1
B24.	0	0	B62.	0	1	B100.	0	1
B25.	1	2	B63.	0	0	B101.	0	2
B26.	2	1	B64.	1	3	B102.	0	0
B27.	0	0	B65.	0	1	B103.	1	3
B28.	?	1	B66.	0	2	B104.	0	0
B29.	0	0	B67.	1	2	B105.	0	1
B30.	1	2	B68.	1	2	B106.	0	0
B31.	1	2	B69.	0	0	B107.	0	0
B32.	0	3	B70.	0	1	B108.	0	2
B33.	1	2	B71.	1	1	B109.	0	1
B34.	0	0	B72.	0	0	B110.	0	0
B35.	0	1	B73.	0	0	B111.	0	0
B36.	0	1	B74.	0	1	B112.	0	0
B37.	0	0	B75.	0	0			
B38.	0	0	B76.	0	0			

Rating: 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted Item.

Teacher/Childcare Provider Items for Developmental Milestone Scales

Item	Rating		Item	Rating		Item	Rating	
	T1	T2		T1	T2		T1	T2
DM1.	1	1	DM28.	?	1	DM55.	0	0
DM2.	?	?	DM29.	2	0	DM56.	1	2
DM3.	2	1	DM30.	2	1	DM57.	0	0
DM4.	0	0	DM31.	2	2	DM58.	1	1
DM5.	1	1	DM32.	2	1	DM59.	2	2
DM6.	2	2	DM33.	?	1	DM60.	?	0
DM7.	2	2	DM34.	?	1	DM61.	2	2
DM8.	2	0	DM35.	2	2	DM62.	?	0
DM9.	1	0	DM36.	2	1	DM63.	2	2
DM10.	2	2	DM37.	?	2	DM64.	2	2
DM11.	0	0	DM38.	2	2	DM65.	2	1
DM12.	2	0	DM39.	2	1	DM66.	?	2
DM13.	?	0	DM40.	2	0	DM67.	?	0
DM14.	2	2	DM41.	?	0	DM68.	?	0
DM15.	1	1	DM42.	?	1	DM69.	2	2
DM16.	1	0	DM43.	2	0	DM70.	2	0
DM17.	?	0	DM44.	?	0	IM1.	1	1
DM18.	1	2	DM45.	?	0	IM2.	1	1
DM19.	1	1	DM46.	1	0			
DM20.	2	1	DM47.	2	0			
DM21.	2	2	DM48.	1	2			
DM22.	2	0	DM49.	?	0			
DM23.	2	1	DM50.	2	1			
DM24.	1	0	DM51.	1	1			
DM25.	?	0	DM52.	2	?			
DM26.	2	1	DM53.	2	0			
DM27.	1	0	DM54.	?	0			

Rating (DM items): 0 = No (Never or rarely); 1 = Sometimes; 2 = Yes (Always or almost always); ? = Omitted item.
Rating (IM items): 0 = Not true at all (Never, Seldom); 1 = Just a little true (Occasionally); 2 = Pretty much true (Often, Quite a bit); 3 = Very much true (Very often, Very frequently); ? = Omitted Item.

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End of Report

MHS

ver. 1